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Promotion and protection of human rights: human rights questions, including alternative approaches for improving the effective enjoyment of human rights and fundamental freedoms

Albania, Armenia, Austria, Azerbaijan, Belarus, Belize, Chile, Colombia, Croatia, Cyprus, Ecuador, Guatemala, Haiti, Honduras, Italy, Jordan, Nicaragua, Norway, Panama, Philippines, Poland, Portugal, Qatar, Republic of Korea, Republic of Moldova, Romania, Russian Federation, Saint Vincent and the Grenadines, Serbia, Slovenia and Tunisia:* revised draft resolution

Follow-up to the International Year of Human Rights Learning

The General Assembly,

Recalling that the purposes and principles contained in the Charter of the United Nations include promoting and encouraging respect for human rights and fundamental freedoms for all,

Recalling also its resolution 60/251 of 15 March 2006, in which it decided that the Human Rights Council should, inter alia, promote human rights education and learning as well as advisory services, technical assistance and capacity-building,

Recalling further the 2005 World Summit Outcome, in which Heads of State and Government expressed their support for the promotion of human rights education and learning at all levels, including through the implementation of the World Programme for Human Rights Education, as appropriate, and encouraged all States to develop initiatives in that regard,[1]

Recalling its resolutions 62/171 of 18 December 2007 and 63/173 of 18 December 2008 on the International Year of Human Rights Learning,

Welcoming the recently adopted Human Rights Council resolution 12/4 of 1 October 2009, in which the Council decided on the focus of the second phase of the World Programme for Human Rights Education, and stressing the complementarity between human rights learning and human rights education,

* On behalf of the States Members of the United Nations that are members of the African Group.

[1] See resolution 60/1, para. 131.

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Acknowledging that civil society, academia, the private sector, the media and, where appropriate, parliamentarians can play an important role at the national, regional and international levels in the development and facilitation of ways and means to promote and implement learning about human rights as a way of life at the community level,

Convinced that integrating human rights learning into all relevant development policies and programmes contributes to enabling people to participate as equals in the decisions that determine their lives,

Having considered the report of the Secretary-General,[2]

1. *Reaffirms* its conviction that every woman, man, youth and child can realize his or her full human potential through learning about the comprehensive framework of human rights and fundamental freedoms, including the ability to act on that knowledge in order to ensure the effective realization of human rights and fundamental freedoms for all;

2. *Encourages* Member States to expand on efforts made during the International Year of Human Rights Learning and to consider devoting the financial and human resources necessary to design and implement international, regional, national and local long-term human rights learning programmes of action aimed at broad-based and sustained human rights learning at all levels, in coordination with civil society, the media, the private sector, academia, parliamentarians and regional organizations, including the appropriate specialized agencies, funds and programmes of the United Nations system, and where possible, to designate human rights cities;

3. *Calls upon* the United Nations High Commissioner for Human Rights and the Human Rights Council to support, cooperate and collaborate closely with civil society, the private sector, academia, regional organizations, the media and other relevant stakeholders, as well as with organizations, programmes and funds of the United Nations system, in efforts to develop, in particular, the design of strategies and international, regional, national and local programmes of action aimed at broad-based and sustained human rights learning at all levels;

4. *Recommends* that the Human Rights Council integrate human rights learning into the preparation of the draft United Nations declaration on human rights education and training, bearing in mind the complementarity of this initiative with the World Programme for Human Rights Education and human rights learning;

5. *Encourages* civil society organizations worldwide, in particular those working at the community level, to integrate human rights learning into dialogue and consciousness-raising programmes with groups working on education, development, poverty eradication, participation, children, indigenous peoples, gender equality, persons with disabilities, elder persons and migrants, as well as on other relevant political, civil, economic, social and cultural issues of concern;

6. *Encourages* relevant actors in civil society, including sociologists, anthropologists, academia, the media and community leaders, to develop the concept of human rights learning as a way to promote the full realization of all human rights and fundamental freedoms for all;

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[2] A/64/293.